Course Title: Comparative Multiculturalism: Challenges and Practice

Instructor: Polina Golovatina

Institution: Ural State University, Ekaterinburg, Russia

Aim of the course:

This course is elaborated to show students applicability of theories of multiculturalism, and their perceptions in different national environments, define difficulties application of multiculturalism might face in reality shaped by national frameworks and possible solutions for them. The focus is going to be made on public acceptance of the politics of multiculturalism, and state policies of promotion of multiculturalism.

The course is divided into two parts. The first part is more theoretical and deals with such notions as nationalism, culture, multiculturalism, cosmopolitanism, and sovereignty of a nation-state. The purpose of this section of the course is to establish and define the main area of the problems, tendencies of development of the subject and try to answer the following questions: how multiculturalism and cosmopolitanism is understood and viewed in scholarship, what are the prospects of relations between multiculturalism and nationalism? How can the continuing fragmentation of the states (modern medievalism, or neo-tribalism) with the background of globalization be explained?

The second part of the course represents the case study section. We are going to look at a number of countries where the multiculturalism was a state policy and/or dominant doctrine. The questions to ask within this section are: what are the reasons of
application of the idea of multiculturalism? How was it applied in practice? What were the theoretical bases underneath the politics applied in the country?

**Learning outcomes and objectives:** providing that students do all the readings, and participate in the discussions, by the end of the course students are expected to understand the main terms used in the course of the seminar, to be able to apply the acquired knowledge and theories to build hypotheses explaining reasons of ethnic/national conflicts in the modern world and scenarios of their possible prevention, hypotheses of possible development of a nation-state, to build scenarios of the development of certain regions in the world.

**Practical skills:** by participating in the discussions, and completing all the assignments students are expected to develop and practice the following skills and abilities:

To listen to the colleagues and getting essential information;

To formulate their own point of view;

To built a logical and structured argument;

To work in team;

To write an essay;

To make use of variety of information and materials from the news, internet sources, newspaper articles;

To analyze scholarly articles;

To synthesize acquired knowledge into theoretical patterns of their own;
To verify the acquired knowledge.

**Role of the course in the overall degree curriculum:** It is an optional one-term course designed for advanced senior undergraduate and graduate students of the Faculty of international relations. The students specializing in Global Security Studies are encouraged to participate, although students of other majors are welcome too.

**Teaching methods:** the choice of the teaching methods is based on the aims and objectives and expected outcomes of the course. Provided that participants of the course are advanced undergraduate and graduate students with some basic theoretical knowledge of political science and nationalism, at least basic knowledge of world history, the class will be taught in a style of seminar-conference. There will be no formal lectures, but rather a student discussion on the assigned week readings. An instructor will facilitate a discussion and provide brief introductions and occasional relevant background information. Seminar consists of 32 hours: 16 sessions.

Working language of the seminar is English. The language of the readings is English and Russian. Knowledge of English is required. Participation in the seminar is required and students are expected to do their readings and written assignments, as well as participate in the discussion.

**Assessment:** Total grade for this class consists of the several components, as follows:
1. Attendance and participation in the class discussion is an essential part of the seminar and is required (60 per cent);

2. Research part includes: a 6–7 page written paper, presentation and discussion of the students’ papers in the class. It makes 40 per cent of the total grade. (See instructions following)

A student who missed the discussion class has to hand in a one page reaction on a week reading. Students are expected to meet all the deadlines: a paper submitted after the deadline is graded with one point less.

**Instructions on writing the research paper:**

The essay must be submitted in a word-processed form, double-spaced, font: 12 Times New Roman.

The work has to be an independent research conducted by a student on the topic of the class but regarding policy or theories of multiculturalism in Russia (Tsarist Russia, the Soviet Union, or the post–Soviet Russia) or the former Soviet Republics. It must be written in English and be 6–7 pages long, not including bibliography, title pages, or possible tables or graphs. Use of the theoretical basis discussed in the class and of primary sources is encouraged. An essay can deal with a theoretical topic or different aspects of majority-minority relations in a selected region or area. It can be an analytical paper discussing a certain event representing the application of the policy of multiculturalism in the light of the theories discussed in the class.
The topic of a paper must be discussed with the instructor in advance. The essay must be submitted on the fourteenth week of the classes. Students are expected to follow the submission deadline schedule to organize their work and spread their workload.

**Academic Dishonesty**: Footnotes and references are an essential part of every research paper and are required. Plagiarism is copying (i.e. reproducing a line of five words and more) from any source without proper acknowledgment or reference. Penalties for plagiarism are severe, so if you have any doubt whether you have (even unintentionally) plagiarized, consult the instructor prior to submitting your assignment.

**Class and Reading Schedule**

I. Theories of multiculturalism (6 sessions)

*The purpose of these sessions is to survey and summarize scholarly debates over understanding of multiculturalism and its application, and related terms.*

**Topic 1. Concept of culture in political theory**

Week reading:

Song, S. Ch. 2: pp.17-40;

Parekh, B. Ch. 5: pp. 142-179

**Topic 2. Understanding justice**

Week reading:


Song, S. Ch. 3: pp. 41-85
Syllabus

Comparative Multiculturalism  Polina Golovatina

Topic 3. Future of nationalism, nation-states


Parekh, B. Ch. 6: pp. 179-195

Topic 4. Debates over multiculturalism (2 sessions)

A) Kivisto, P. Ch.1: pp. 13-43;
Parekh, B. Ch. 12: pp. 345-372;


Topic 5. Cosmopolitanism


**II. Practices of multiculturalism (7 sessions)**

*The purpose of the sessions is explore and compare evolution of the existing examples of application of multiculturalism (e.g. the USA, Canada, Australia, the UK, the EU, Russia and the former Soviet Republics), purpose of such politics, problems they have been facing*

**Topic 6. Multiculturalism in the United States**

Kivisto, P. Ch. 2: pp. 43-84;


(For an undergraduate class: separate session on the discussion of *What's Cooking?* (UK/USA, 2000))

**Topic 7. Multiculturalism in Canada and Australia.**

Kivisto, P. Ch. 3: pp. 84-115;


Topic 8. Postcolonial Multiculturalism

Favell, Adrian. “Multicultural Race Relations in Britain: Problems of Interpretation and Explanation”, in Joppke, Ch., ed. Challenge to the Nation-State, pp. 319-360;

Kivisto, P. Ch. 4: pp. 116-154

(For an undergraduate class: separate session on the discussion of East is East (UK, 1999))

Topic 9. Multiculturalism in Old Europe. Problems of immigration and citizenship

Kivisto, P. Ch. 5: pp. 155-185;


(For an undergraduate class: separate session on the discussion of Head-On (Germany, 2004; German title: Gegen die Wand))

Topic 10. Multiculturalism or mnogonatsionalnost’ of the Soviet Union


Tishkov, Valeri Ethnicity, Nationalism and Conflict in and after the Soviet Union: The Mind Aflame. Ch. 2: 24-44
Syllabus
Comparative Multiculturalism  Polina Golovatina

(For an undergraduate class: separate session on the discussion of three Soviet films They Met in Moscow (USSR, 1941; Russian title: Swineherd and Shepherd); Circus (USSR, 1936); A Girl with the Guitar (USSR, 1958))

Topic 11. Multiculturalism in New Europe (transitional countries)


Topic 12. Multiculturalism and dealing with ethnic diversity in post-Soviet Russia and the former Soviet republics


Comparative Multiculturalism  Polina Golovatina

(Alternatively: Tishkov, Valeri Ethnicity, Nationalism and Conflict in and after the Soviet Union: The Mind Aflame. Part III: 228-292)

III. Students’ Presentations (2 sessions)

Reading list:

Required readings:

Kivisto, Peter Multiculturalism in Global Society  Blackwell Publishing, 2002

Mesić, Milan, ed. Perspectives of Multiculturalism – Western and Transitional Countries Zagreb: FFPress, 2004


Healey, Justin. Multiculturalism in Australia. Thirroul, N.S.W.: Spinney Press, 2005


Syllabus
Comparative Multiculturalism Polina Golovatina

Sowell T. *Affirmative Action Around the World*. Yale UP, 2005


Tishkov, Valeri *Ethnicity, Nationalism and Conflict in and after the Soviet Union: The Mind Aflame* (International Peace Research Institute, Oslo (PRIO)) Sage Publications Ltd, 1997


**Recommended readings:**


Syllabus
Comparative Multiculturalism Polina Golovatina


**Recommended journals:**